

Meon Springs

Montessori – Kilmeston



Kilmeston Village Hall, Kilmeston Road, Kilmeston, ALRESFORD,
Hampshire SO24 0NW

Inspection date	4 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not check that staff have a secure understanding of all safeguarding issues. Staff do not recognise the significance of important safeguarding disclosures. They do not always respond to child protection concerns to keep children safe.
- The provider does not adequately train staff to understand the setting's safeguarding policies and procedures. Staff do not share child protection concerns with external agencies promptly so that matters can be fully investigated by professionals.
- During some group activities, staff expect children to sit for long periods of time. Young children sometimes lose concentration and fidget.
- Staff are slow to initiate contact with staff at other settings that share the care of children. They do not offer children a consistent learning experience from the time they start at the setting.
- There are serious weaknesses in the self-evaluation system. The management team does not address all weaker areas of practice and breaches in requirements.

It has the following strengths

- Staff provide challenging learning opportunities for older children throughout the day. Children make good progress and they hone a range of skills that they are likely to use in the school environment. They confidently write a range of letters and familiar words.
- Staff encourage children to engage in different role-play situations. For example, they recruit children to work in 'the local hospital'. Children use their imaginations and diagnose illnesses. Staff encourage them to use new words and children talk about their own experiences of visiting doctors and nurses.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff have a secure knowledge of all issues that relate to safeguarding, including how to identify the type of disclosure that could mean children are at risk of harm	16/05/2019
ensure staff fully understand the setting's safeguarding policies and procedures, and that they are aware of how to escalate concerns about children's welfare to agencies with a statutory responsibility to safeguard children within an appropriate time frame to keep children safe.	16/05/2019

To further improve the quality of the early years provision the provider should:

- improve group activities to meet the needs of all children involved, including the youngest children
- strengthen systems to promptly form links with staff at other settings that share the care of children to communicate about children's learning and care
- develop systems of self-evaluation to identify all breaches in requirements and to raise the quality of the provision for all children and families.

Inspection activities

- The inspector spoke to parents about methods staff use to share details about children's learning.
- The inspector talked to children about activities they enjoy when they attend the pre-school.
- The inspector looked at learning documents and she spoke to staff about children's progress.
- The inspector and the provider evaluated an adult-led activity and they discussed any areas for improvement.
- The inspector held a leadership and management meeting with the manager.

Inspector
Julie Bruce

Inspection findings

Effectiveness of leadership and management is inadequate

The management team does not adequately monitor all aspects of the setting and there are areas of significant weakness. Arrangements for safeguarding are not effective. Although staff regularly access safeguarding training, the provider does not check the impact that learning has on their practice. For example, staff are able to answer correctly when they are given a range of child protection scenarios. However, they do not always respond quickly when a real disclosure is made about children's care. Staff do not have a clear understanding of the setting's safeguarding policies and procedures. They do not share safeguarding information in a timely fashion with other agencies, such as children's social care, to keep children safe. Staff do carry out daily risk assessments of the environment to highlight any areas of concern. They check that the garden is safe to use before children investigate the area. Staff also give children clear instructions about how to stay safe. They remind children about why they need to keep liquids away from technology, and children do follow the rules. The provider implements a safe recruitment and vetting policy. She checks that applicants have the necessary qualifications to fulfil the role. She continues to assess their suitability. For instance, she asks about any changes to personal circumstances that have an impact on their suitability to look after children. When children attend more than one setting, staff seek consent from parents to share information. However, there is sometimes a delay in exchanging information with others and in gaining a full picture of children's development.

Quality of teaching, learning and assessment is good

Staff teach children about the human body. For example, they encourage children to identify their body parts. Staff reinforce the names of less familiar organs so that children know these next time. Staff encourage children to understand their bodies. For example, they encourage children to listen to their own hearts. Children are keen to make their own guesses about what happens when they move about. Staff precisely pinpoint levels of development that children are working at. They engage frequently with parents to discuss details about children's learning. Parents are happy with the quality and quantity of the information they receive. Staff plan a stimulating range of activities throughout the week, such as dancing. Children are quick to demonstrate their favourite positions. Young children are not always interested in sitting during extended group activities and they sometimes struggle to maintain attention. However, staff do offer young children many opportunities to explore the environment. Children dig their hands into wet soil in the mud kitchen. The manager deploys staff well across the setting. There is always a member of staff available to answer children's questions.

Personal development, behaviour and welfare are inadequate

The failure to address child protection issues significantly compromises children's well-being. However, staff always speak sensitively to children, who are comfortable in their presence. Children immediately move into the busy play area when they arrive in the morning. Staff give children effective encouragement to develop some new physical skills. For instance, they encourage children to practise accurately throwing and kicking balls. Children are excited when they hit their target. Staff are helpful role models. For example, they demonstrate how to use small tools. Children carefully select their own

fruit, and they are eager to be independent. They carefully copy the technique and fill their plates with healthy food. Staff remind children to be kind to others. Children continually behave well towards their friends.

Outcomes for children are good

Children in receipt of additional funding make similar progress to their peers and they are well prepared for the next stage in their education. They make good use of the relaxation areas to look at books and to talk to friends. Children identify numbers, and many add and subtract small numbers. They enjoy counting insects in the garden area. They recognise different colours and talk to friends about different shapes. Children complete everyday tasks for themselves. They put their own coats and boots on before going out in the rain.

Setting details

Unique reference number	EY540307
Local authority	Hampshire
Inspection number	10089866
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	18
Number of children on roll	27
Name of registered person	O'Reilly, Gemma Jean Kate
Registered person unique reference number	RP516307
Date of previous inspection	Not applicable
Telephone number	07779780228

Meon Springs Montessori - Kilmeston registered in 2017. The setting operates during term time, Monday to Friday from 8.30am until 3pm. The provider and the manager hold childcare qualifications at level 3. Two other members of staff are qualified at level 3 and another member of staff has attained a childcare qualification at level 2. There is also an early years apprentice who works with children. A chef works with children at lunchtime. The setting is in receipt of funding for the provision of early years education for children aged two, three and four years.

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